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ABSTRACT

Developed for the Duval County Public Schools (Jacksonville, Florida), this manual gives elementary school teachers information on instructional program procedures. Section one is about the reading program and deals with placement procedures and criteria for kindergarten and first grade students, initial placement procedures for grades two-six, students who seem to be placed too high or too low, level progression, and grouping for instruction. The second section, covering the instructional management system's (IMS) pupil progress cards, deals with uses of the cards, uses of dates recorded on the cards, keeping the cards up-to-date, and directions for recording dates on the cards. Procedures for assigning letter grades to report cards are explained in section three, which deals with how grading relates to program objectives, examples of procedures for assigning grades, and criteria for minimum promotional standards. The fourth section includes material from the Florida Primary Education Program (PREP) and deals with promotion from grade three, procedures for determining and certifying mastery of Florida State Assessment Program (FSAP) standards, extension in PREP for remediation of minimum student performance standards, and FSAP summer school procedures. Appendices provide a sample of an initial placement test, a criterion excercise record sheet, a glossary, and a group placement form to facilitate grouping. (CMG)

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ELEMENTARY INSTRUCTIONAL PROGRAM PROCEDURES MANUAL

Duval County Public Schools
Jacksonville, Florida

Herb A. Sang, Superintendent

1981

UD 023128

DUVAL COUNTY PUBLIC SCHOOLS
JACKSONVILLE, FLORIDA
1981

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INTRODUCTION

Reading skills are critical to children's success in school. For this reason, Duval County is committed to improving communications skills of pupils in the district and to providing a high quality uniform program to insure mastery learning of the basic skills.

The district also recognizes that reading is not just being able to pronounce words. The ultimate goal in reading instruction is to provide students with the skills to work independently which will enable them to:

decode the printed word,

comprehend the author's message,

critically evaluate what is read, and,

apply the ideas and skills learned in reading instruction to materials and experiences beyond the text.

Recent research tells us that most children learn to read best through instruction in a sequential developmental approach and that the teacher's method of instruction is the one most important factor in reading success of children. THE READING PROGRAM IS FOUND IN THE TEACHER'S EDITION OF THE SERIES. THE TEXTBOOK FOR THE PUPIL IS MERELY THE VEHICLE THROUGH WHICH THE TEACHER DEVELOPS THE NECESSARY READING SKILLS OUTLINED IN THE MANUAL. Duval County has adopted the Ginn 720 Reading series as the instructional program for its teachers and children.

Reading 720 is a broad based program in which reading is viewed as a total experience with emphasis on seven skill strands: the core skills of vocabulary, comprehension and decoding, and the application and enrichment of literature, language, creativity, and study skills.

Placement Procedures for Kindergarten Students

1. The *Hello, Morning! Kit* (Level 1) provides the basis for the kindergarten reading readiness program. All kindergarten students are placed in this program. Level 1 is a language-based instructional program designed in four modules including:

   Module 1 - *Literature and Language* (stories, poems, nursery rhymes, and finger plays).

   The lessons in Module 1 provide a model for the teacher in developing a foundation for all kindergarten children in literature and language throughout the year. Similar lessons should be interspersed daily throughout the kindergarten reading readiness program drawing from children's literature, language development activities and language experience.

   Module 2 - *Time to Begin* (colors, shapes, spatial relationships; visual and auditory discrimination).

   Module 3 - *Sounds and Letters* (visual recognition of the letters and sound/letter relationships).

   Modules 2 and 3 should be taught in sequence. Module 2 activities may be introduced at the beginning of school. Children progress to Module 3 activities when general readiness skills have been sufficiently developed. (Some children have this level of readiness upon entry to kindergarten.)

   Module 4 - *Communication and Language* (communication skills)

   Lessons in Module 4 may be incorporated in lesson plans throughout the year. Teachers need to note the level of difficulty of individual lessons to determine a child's readiness for individual activities.

   Many of the lessons in the modules may be extended into music, art, and mathematics activities and many of the language and creative activities may be easily coordinated and correlated with other areas of the curriculum.

2. Children who are reading in kindergarten should be encouraged to read trade books and experience stories. Mature learners who are reading still need to participate in the content and skills development provided through the seven strands of *Hello, Morning!* These children should be provided extensions such as working with graphemic bases in Module 3, reading trade books like *The Cat in the Hat* which follow the graphemic patterns introduced in Module 4, and developing language experience stories.

3. Level 1 Write-in Text is used for first grade pupils who have not mastered the skills in the *Hello, Morning Kit.*

4. THE LEVEL 1 MASTERY TEST IS GIVEN AT THE BEGINNING OF FIRST GRADE AND SHOULD NOT BE ADMINISTERED IN KINDERGARTEN.

5. Alpha Time is used with the "Hello, Morning Kit." Student working in modules 1, 3 and 4 in the "Hello, Morning Kit" will be working simulataneously in the Alpha Time Kit. Alpha Time's sequence of introducing the letters should be followed.

Alpha Time is a multi-media, multisensory beginning language arts program with a variety of language experiences and skills which include:

a. Visual/oral/auditory discrimination of the alphabet letters, colors, shapes, sounds.

b. Handling books properly (e.g., holding book right side up; turning pages one at a time; following a left to right progression in looking at pages).

c. Practicing comprehension skills on an oral level, e.g., use of storybooks, flat pictures, picture books, records and filmstrips to develop the following:

-Main idea (what story is all about in few words)
-Details (noting specific information)
-Sequence (ability to retell a story in its proper order)
-Inference (using story clues to gain information not stated directly)
-Classification (noting things which are related or in the same category)
-Interpreting and identifying emotions

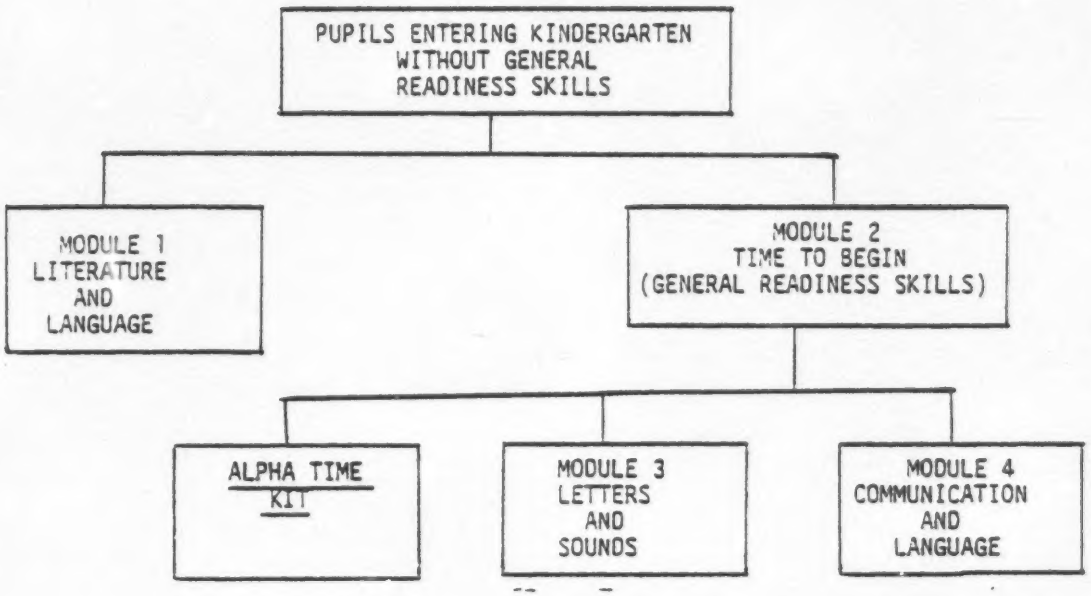
d. Developing vocabulary in informal activities, songs, conversation, discussion, creative dramatics, storytelling, and recognizing parts of speech (i.e., antonyms, synonyms, verbs, compound words, prefixes, adjectives).

e. Listening and following directions.

f. Social living (recognizing and respecting individual differences and gaining insights and understanding into a variety of personalities--both their own and others).

g. Dramatization (role playing, puppetry, finger plays, pantomime).

h. Music and rhythms (appreciation and participation).



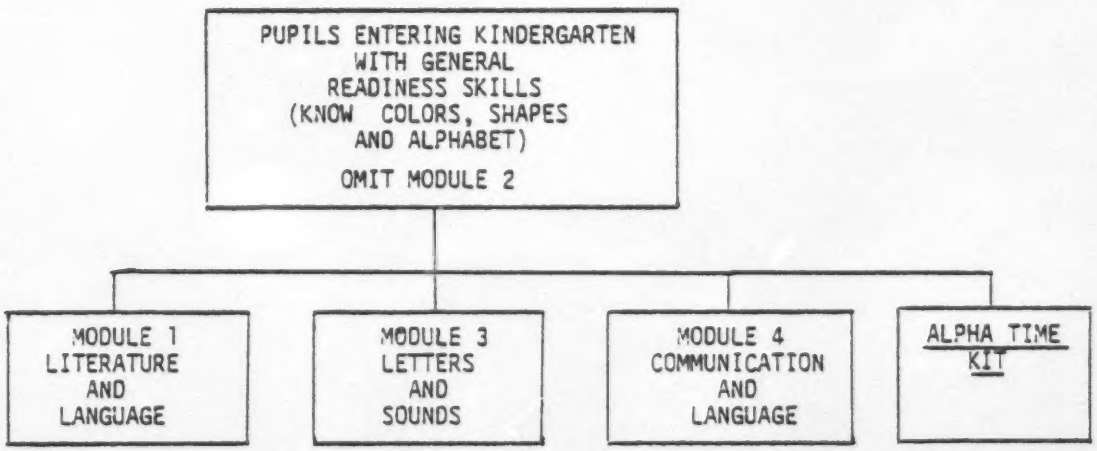


FIGURE 1

KINDERGARTEN PLACEMENT CRITERIA

Hello, Morning! Kit

Placement Criteria for Kindergarten Students

1. All kindergarten pupils will be working in Module 1 of the *Hello, Morning! Kit* throughout the year.

2. Pupils who are working at the average developmental level (general readiness) will work in Module 2 until general readiness skills are developed.

3. Pupils who already know colors, shapes and understand positional vocabulary may be ready to work in Module 3 (Letters and Sounds) early in the school year.

4. Pupils may begin work in Module 4 (Communication and Language) when they have achieved appropriate levels of readiness for the individual lessons.

5. Pupils working in Modules 1, 3 and 4 of the *Hello, Morning! Kit* will also work in the *Alpha Time Kit*.

6. *Alpha Time's* sequence of introducing the letters should be followed.

7. If pupils can already read let them do so. This is the time that the joy of reading should be cultivated. Provide these children with many experience stories and trade books to read. Some may want to write their own stories with the words they are making with the graphemic bases they have learned. Children who are reading still need to participate in the content and skills development program provided through the Level 1 instructional components.

FIRST GRADE PLACEMENT CRITERIA

Administer Level 1 "Hello, Morning!" mastery test to all first grade students.

- Pupils who score at or above the suggested criterion score on each subtest are placed in Level 2.

- Pupils who score at or above the suggested criterion score on all subtests except color identification, are placed in Level 2.

- Pupils who fail any subtest, other than color identification, are placed in Level 1 Write-in Text.

- When pupils have mastered the skills failed on the subtests, they may go on to Level 2.

- All pupils should proceed through each level for skill mastery even though some pupils enter school with the ability to read. Although many of these students have developed their own method of "figuring out" what the words are, we should not assume that they have mastered the skills needed to operate at a higher level. For example, if a child entering first grade is allowed to skip Level 3, he/she would miss the introduction to identifying prepositional phrases or learning patterns needed for decoding unknown words. The reading text should be viewed as an instructional tool. Reading should not be confined to the textbook. Pupils should be encouraged to read a variety of materials, e.g., library books, magazines, content area texts and Magic Circle books.

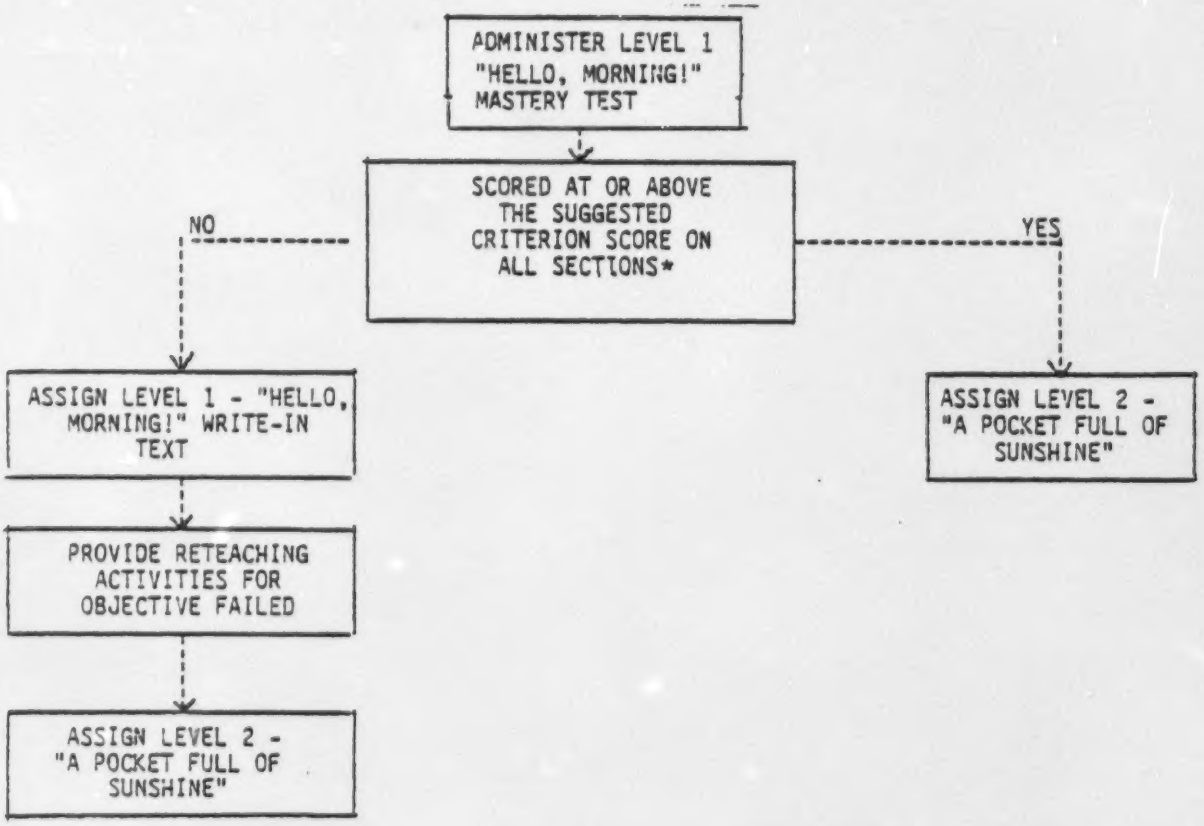
- Adjust instructional rate to the learning rate of the students. As teachers work with their students in reading groups, the rate at which students in the group learn should determine the pace of that particular group. For example, if students need only one practice activity after the introduction of a skill, then the teacher may omit other practice activities for that skill. Another group, however, may need all practice activities before they can master the skill.

FIRST GRADE PLACEMENT PROCEDURE

.Give Level 1 Hello, Morning! Mastery Test to all first grade pupils.

.Pupils passing test are placed in Level 2 *A Pocket Full of Sunshine*.

.Pupils failing the test are placed in Level 1 Hello, Morning! Write-in Text


ADMINISTER LEVEL 1 "HELLO, MORNING!" MASTERY TEST
SCORED AT OR ABOVE THE SUGGESTED CRITERION SCORE ON ALL SECTIONS*
NO
YES
ASSIGN LEVEL 1 - "HELLO, MORNING!" WRITE-IN TEXT
ASSIGN LEVEL 2 - "A POCKET FULL OF SUNSHINE"
PROVIDE RETEACHING ACTIVITIES FOR OBJECTIVE FAILED
ASSIGN LEVEL 2 - "A POCKET FULL OF SUNSHINE"

*Subtest on colors should not be used as criteria for placement.

FIGURE 2

FIRST GRADE PLACEMENT PROCEDURE

INITIAL PLACEMENT PROCEDURE
(GRADES 2-6)

The most critical factor in assuring successful instruction in the reading program is correct placement of the students. In the procedure for placement, there are three steps to be followed. When needed, an additional step may be used.

1. Administer Initial Placement Test (IPT). (Not to students in grade one).

2. Assign trial level for two (2) weeks.

   a. Give Informal Reading Inventory (IRI) to pupils whose trial assignments appear to be incorrect.

3. Assign students to instructional levels.

In grades 2-6 the Initial Placement Test (IPT) is given to provide information about where to place students in the program. It is used to select the Reading 720 level in which student instruction should begin. The IPT may be administered individually or to a group.

On the following table, checks (✓) show the pages of the IPT to be used with pupils at each grade level.

Initial Placement Test Page	Year or Grade in School				
	2	3	4	5	6
Cover (page 1)	✓	✓	✓	✓	✓
Practice Test (page 2)	✓				
Level 3 (page 3)	✓				
Level 4 (page 4)	✓				
Level 5 (page 5)	✓	✓			
Level 6 (page 6)	✓	✓	✓		
Level 7 (page 7)	✓	✓	✓		
Level 8 (page 8)	✓	✓	✓	✓	
Level 9 (page 9)		✓	✓	✓	
Level 10 (page 10)		✓	✓	✓	✓
Level 11 (page 11)			✓	✓	✓
Level 12 (pages 12A and 12B)				✓	✓
Level 13 (pages 13A and 13B)					✓

FIGURE 3

THE IPT SHOULD ONLY BE GIVEN TO PUPILS NEW TO DUVAL COUNTY OR THE 720 PROGRAM. The Reading selections in the IPT are taken directly from the readers and are therefore invalid for pupils already in the program. Pupils begin and end the IPT at different levels (see Figure 3). The pupil's IPT level is determined by finding the highest level, within the grade range, at which the pupil scores 80% or higher.

Students new to Duval County should be given the IPT as soon as possible after their enrollment in the school. If the school has an ESEA Title I program, the IPT results should be used to determine eligibility for Title I, regardless of the final placement of the student.

CRITERIA FOR TRIAL LEVEL ASSIGNMENT

To determine the trial level placement, find the highest IPT level at which the child scores 80% or higher. This should be within the prescribed range for his/her grade.

Field experience with the IPT has shown that some pupils whose scores are above 80% perform well when placed at their IPT levels. More suitable initial placements of readers who have any scores below 80% may be achieved when they are placed one level below the IPT level (see Appendix A).

INFORMAL READING INVENTORY (IRI)

If IPT results on a particular child seem inconsistent with other knowledge about her/him, individual testing should be done with the Informal Reading Inventory (IRI 720). The Informal Reading Inventory (IRI 720) is used individually with pupils needing diagnostic attention. It can provide a means of determining a child's functional reading level, phonemic and structural analysis skills, and silent and oral reading comprehension.

LEVEL ASSIGNMENT

After the end of two weeks, during which time continuous evaluation of the pupil's daily performance in reading and consideration of other pertinent information are being made, each child is assigned an actual reading level which is usually the same as the IPT level.

PUPILS WHO SEEM TO BE PLACED TOO HIGH

If a pupil who is already in the Reading 720 Program appears to be placed too high, the following steps should be taken:

1. Observe the pupil's performance in the reading group.
2. Check his/her Skilpak carefully.
3. Review his/her performance on Unit Criterion Exercises, Booster Activities and/or Studybook exercises.
4. Check his/her knowledge of the glossary of terms for pupils (found in the back of the teacher's edition*) for all levels up to his/her present level.
5. Administer all of the Unit Criterion Exercises for the preceding level and the units completed in the current level.

    a. If the pupil fails to score at or above the Suggested Criterion Score on each of the Unit Criterion Tests, further instruction should be provided for the skills not mastered. Use Skilpak pages, Booster Activities and supplemental materials. Based on teacher judgment, the pupil may or may not be reassigned the textbook for the preceding level. If the student is not reassigned the textbook, he/she should be included in the group receiving directed teaching for the skills needed and allowed to read from other reading materials (trade books, Magic Circle Books for the level).
    b. If he/she achieves the Suggested Criterion Score on the tests, allow him/her to continue in the appropriate unit or level. Reduce the pace of instruction and use all of the reinforcement activities suggested in the Unit Culmination and on the Criterion Exercise Record Sheet as well as teacher-selected materials. Check for other possible causes.

PUPILS WHO SEEM TO BE PLACED TOO LOW

If a pupil who is already in the Reading 720 Program appears to be placed too low, the following steps should be taken:

1. Observe the pupil's performance in the reading group.
2. Check his/her Skilpak carefully.
3. Review his/her performance on Unit Criterion Exercises, Booster Activities, and/or Studybook exercises.
4. Check his/her knowledge of the glossary of terms for pupils (found in the back of the teacher's edition*) for all levels up to and including his/her present level.
5. Administer the Criterion Exercises for each unit in his/her current level.

*See Appendix C.

a. If the pupil scores above the Suggested Criterion Score on each Unit Criterion Test and knows the terms listed in the glossary of terms for pupils (found in the back of the teacher's edition) he/she may be placed in the next higher level.
b. If the pupil does not score above the Suggested Criterion Score on each Criterion Exercise he/she should continue in the appropriate unit or level. Allow him/her to do all of the extended activities, study skills, language, creativity and literature which will reinforce the core skills that are taught, and speed up the pace of instruction. YOUR DECISION TO MOVE A STUDENT SHOULD ALSO BE BASED ON THE STUDENT'S MASTERY OF SKILLS IN THE FOUR APPLICATION STRANDS.

Note: The use of the level mastery test is not recommended because it is only a sampling of the skills taught at the level.

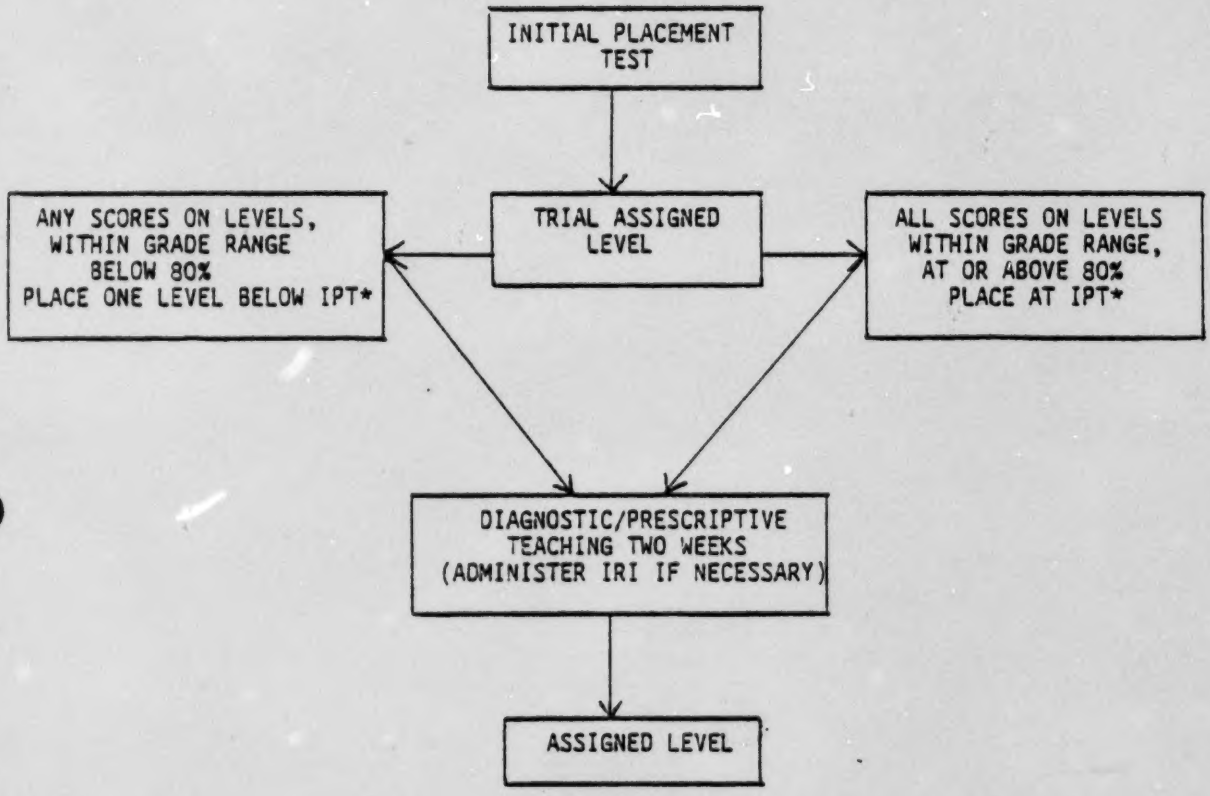

INITIAL PLACEMENT TEST
TRIAL ASSIGNED LEVEL
ANY SCORES ON LEVELS, WITHIN GRADE RANGE BELOW 80% PLACE ONE LEVEL BELOW IPT*
ALL SCORES ON LEVELS WITHIN GRADE RANGE, AT OR ABOVE 80% PLACE AT IPT*
DIAGNOSTIC/PRESCRIPTIVE TEACHING TWO WEEKS (ADMINISTER IRI IF NECESSARY)
ASSIGNED LEVEL

FIGURE 4

INITIAL PLACEMENT PROCEDURES
STUDENTS NEW TO GINN 720
GRADES 2-6

*See Appendix A

LEVEL PROGRESSION

Once pupils have been properly placed in the program, movement from one level to the other is systematically based upon mastery of skills. After the teacher has taught all lessons in a unit, he/she administers the Unit Criterion Exercises to test proficiency in specified core skills. The results are recorded on the Criterion Exercise Record Sheet and mastery is indicated on the IMS card when appropriate.

Pupils who score below the Suggested Criterion Score on the Criterion Exercises are given additional instruction and practice. Some sources are listed at the bottom of the Criterion Exercise Record Sheet*.

Pupils who achieve the Suggested Criterion Score are also provided enrichment activities from the sources listed at the bottom of the Criterion Exercise Record Sheet* and the Unit Culmination Activities.

When all units have been completed, and the skills mastered, as evidenced by the Criterion Exercises, the pupils proceed to the next level.

* See Appendix B

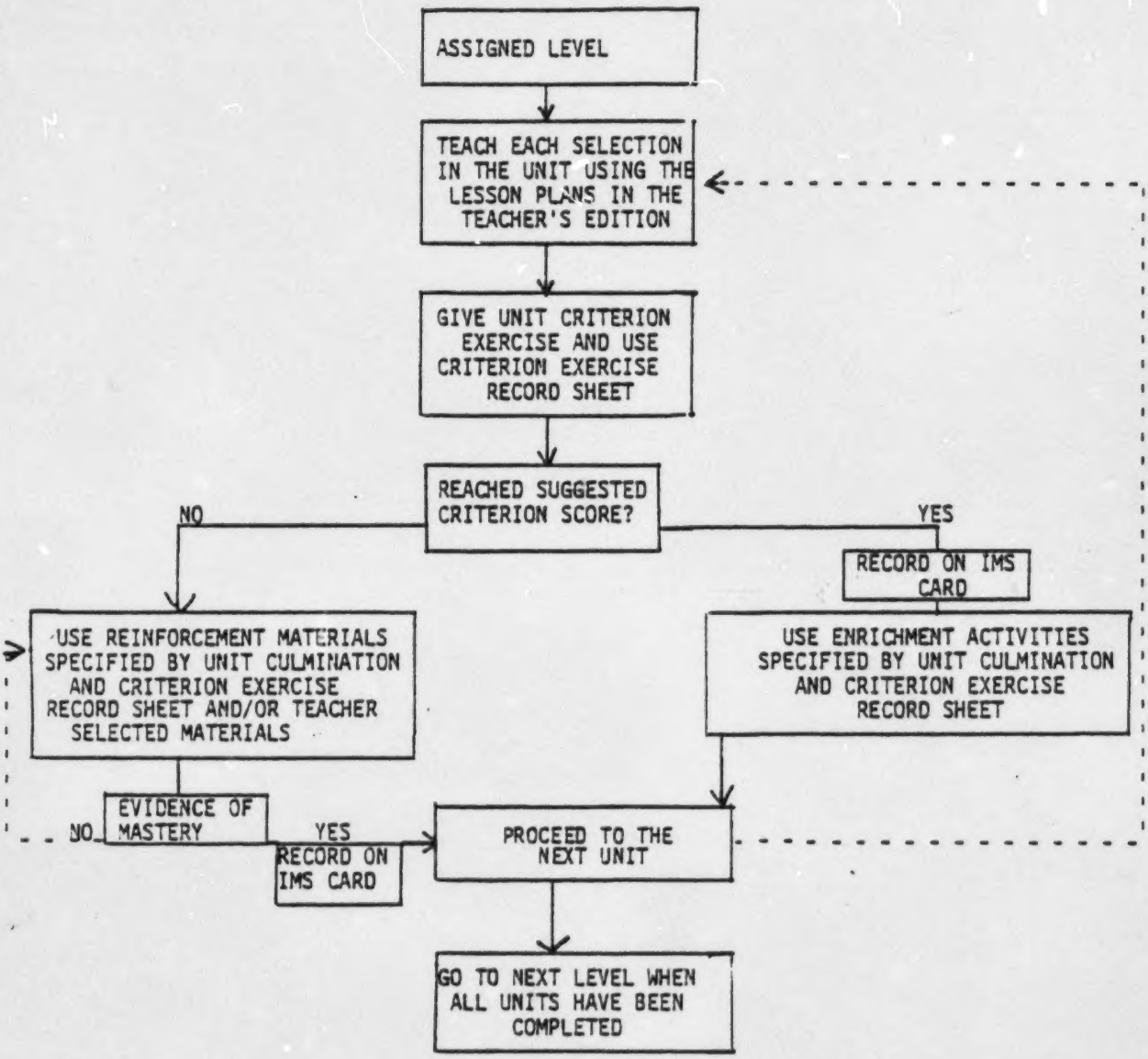

ASSIGNED LEVEL
TEACH EACH SELECTION IN THE UNIT USING THE LESSON PLANS IN THE TEACHER'S EDITION
GIVE UNIT CRITERION EXERCISE AND USE CRITERION EXERCISE RECORD SHEET
REACHED SUGGESTED CRITERION SCORE?
NO
YES
RECORD ON IMS CARD
USE REINFORCEMENT MATERIALS SPECIFIED BY UNIT CULMINATION AND CRITERION EXERCISE RECORD SHEET AND/OR TEACHER SELECTED MATERIALS
USE ENRICHMENT ACTIVITIES SPECIFIED BY UNIT CULMINATION AND CRITERION EXERCISE RECORD SHEET
EVIDENCE OF MASTERY
NO
YES
RECORD ON IMS CARD
PROCEED TO THE NEXT UNIT
GO TO NEXT LEVEL WHEN ALL UNITS HAVE BEEN COMPLETED

FIGURE 5

LEVEL PROGRESSION FOR GINN 720

GROUPING FOR INSTRUCTION

Reading levels must be considered when assigning pupils to self-contained classes or teams.

Our reading program is a sequential program and placement in instructional groups each year should be based on the pupil's actual instructional level rather than group or teacher convenience.

Pupils should be assigned so that teachers have no more than three reading levels. The teacher with the lowest level should also be assigned one of the highest levels and one average or they may be assigned three average levels. This type of group assignment assures the teachers of well-balanced classes. (See Figure 6.)

The grouping sheet supplied by the Elementary Programs Office may be used to facilitate grouping. *

Placement in groups should be based on the pupil's placement at the end of the previous school year or at the previous school if he/she is a transfer student. If there is a question about correct placement the previous teacher should be consulted. The balancing of sex and race within the classes should be done within the assigned level. The Elementary Programs Staff is available to help with grouping patterns.

Since grouping is for instructional purposes, pupils should not be assigned to instructional reading groups on the basis of S.A.T. scores.

*See Appendix D.

1979-80		1980-81
Grade 3		Grade 4
Level completed at end of year		Level to begin year
Mrs. A		
Group 1 - Level 10, Unit 3	→	Mrs. T - Level 10, Unit 4
Group 2 - Level 9	→	Mrs. U - Level 10
Group 3 - Level 8	→	Mr. V - Level 9
Mr. B		
Group 1 - Level 7, Unit 2	→	Mrs. T - Level 7, Unit 3
Group 2 - Level 10	→	Mrs. U - Level 11
Group 3 - Level 6, Unit 3	→	Mr. V - Level 6, Unit 4
Mrs. C		
Group 1 - Level 8	→	Mrs. T - Level 9
Group 2 - Level 6	→	Mrs. U - Level 7
Group 3 - Level 10	→	Mr. V - Level 11

Mrs. T - Levels, 10 Unit 4, 7 Unit 3, 9
Mrs. U - Levels, 10, 11, 7
Mr. V - Levels, 9, 6 Unit 4, 11

FIGURE 6

EXAMPLES OF CLASSROOM PLACEMENT OF PUPILS

Points to Remember

- Correct initial placement is the most important factor in assuring skill mastery for our students.
- Diagnostic/prescriptive instruction is built into the program through the use of the Criterion Exercises.
- Our reading program is developmental in nature. Skill mastery at one level is necessary for mastery at the next level.
- We should expect mastery learning of all pupils in all seven strands of our reading program.
- The ability to apply core skills to a variety of materials and situations is vital.
- The teacher's edition is the tool through which systematic instruction is achieved.

The Instructional Management Systems (IMS)

Pupil Progress Cards

USES OF THE IMS PUPIL PROGRESS CARDS

The IMS pupil progress cards for Communications and Mathematics are the record keeping components of Duval County's Instructional Management System. These cards identify the basic skills to be used for instructional planning and for recording each student's progress toward promotion requiremnts.

IMS cards facilitate planning, teaching, and evaluating. The list of skills on the IMS cards serves as a guide for planning the year long instructional program. The teacher should coordinate the cards with his/her teacher's manuals to facilitate development of lesson plans supporting skill instruction. Where appropriate, skills listed are matched with objectives in other assessment systems, which assists the teacher in sequencing skill instruction for the year. Long range planning also highlights skills in need of additional teaching strategies.

The information recorded on the cards by the teacher aids in planning for group instruction. In addition, grouping charts based on the objectives at each grade level are available for planning.

IMS cards are CONTINOUS RECORDS OF CLASSROOM INSTRUCTION. They also serve as a source of information when relating pupil progress to parents, teachers, and other educators or agencies involved in the educational process of the students. The IMS card is not intended to be a test record. (Labels are provided by the testing division for documentation of test results on cumulative records.)

The completed reading level recorded by the teacher at the bottom of the Communications card safeguards against students being placed in inappropriate reading groups. For this reason, it is extremely important that this information be up to date and accurate.

USES OF DATES RECORDED ON THE IMS PUPIL PROGRESS CARDS

By observing the dates recorded on the IMS cards, the classroom teacher is able to plan for pupils who might need to review skills before engaging in instruction at a higher degree of difficulty. He/she is able to determine which pupils should be provided reinforcement for skills that must be maintained over a period of time. The teacher can decide whether he/she should reintroduce a skill that the pupil(s) failed to master by determining the length of time that has passed between the introductory date and the current date. The dates recorded on the IMS cards can also give the teacher an idea of a pupil's learning rate by noting any consistent pattern in the length of time between the introductory dates and dates of skill mastery. Any patterns noted might be evidence that the pace of instruction should be faster or slower for some pupils. As a result of Faculty Forum discussion, teachers are being required to put the month and year in the box for "DATE." If they wish to include the day they are free to do so.

DIRECTIONS FOR RECORDING DATES IN THE IMS PUPIL PROGRESS CARD

The directions for recording information on the Progress Cards are as follows:

1. When instruction for a skill begins, enter that date in the first box before the skill.

   Example:

10/80		2.M.2 Sequence Days of the Week

2. When Mastery of the skill is demonstrated enter the date in the second box before the skill.

   Example:

10/80	10/80	2.M.2 Sequence Days of the Week

3. If mastery is not demonstrated leave the second box blank.

   Example:

10/80		2.M.2 Sequence Days of the Week

* The dates should be recorded in pencil.

Note that some skills appear in every grade level, particularly the comprehension skills. Teachers should not assume that mastery at one level indicates mastery of the same skill at a higher level. Skills should be taught at each level of difficulty with mastery at lower levels preceding instruction at higher levels.

KEEPING THE IMS PUPIL PROGRESS RECORD CARDS UP TO DATE

The classroom teacher keeps a Communications and a Mathematics IMS Progress Record Card on each pupil in the self-contained classroom. Record keeping may be a shared responsibility in departmental or semi-departmental situations. Entries should be made on a regular basis in order to have cards that provide up to date information about students.

Beginning Dates of Instruction should be recorded on the day instruction begins or soon thereafter. This can be carried out by keeping cards for all students in an instructional group filed together. The cards are therefore readily accessible to the teacher when working with a small group. A group card might also be helpful. Since objectives are usually recorded in the teacher's plan book, dates of initial instruction can be transferred easily to the IMS cards.

Date of mastery should be recorded as soon as possible after the assessment has been made. All IMS record keeping should be brought up to date by the end of each 45-day grading period or prior to student's transfer to another school. For example, a teacher will give the unit Criterion Exercise after a reading group has completed a unit. He/she will record the date the Criterion Exercises were given as the mastery date for those students that meet the suggested Criterion score. A student might also demonstrate mastery through an end-of-chapter test or any other process or procedure which correlates with skills on the IMS card.
At the end of the year the completed GINN 720 reading level should be entered at the bottom of the Communications IMS Pupil Progress Card to facilitate grouping the next year.

Example: Reading level completed: Level 8

or

Reading level completed: Level 8, Unit 2

Points To Remember

- The IMS Pupil Progress Record Cards for Communications and Mathematics are the record keeping components of Duval County's Instructional Management systems.

- The IMS cards provide a continuous record of classroom instruction and adequately provide documentation that the pupil has demonstrated mastery of the basic skills designated for that grade level.

- When kept accurately and up-to-date, IMS cards are effective instruments to be used in the instructional process.

- IMS cards take the guesswork out of teaching and provide vital information to all persons involved in the pupil's education.

- Grades are based on adequate documentation that the pupil has demonstrated mastery of the basic skills designated for a particular grade level on the IMS cards.

- Dates of mastery should be recorded as soon as possible after the assessment has been made. All IMS record keeping should be brought up to date by the end of each 45 day grading period or prior to student's transfer to another school.

- Teachers are being requested to put the month and year in the box for "DATE." If they wish to include the day they are free to do so.

PROCEDURES FOR ASSIGNING LETTER GRADES TO ELEMENTARY REPORT CARDS

Grading Relates to Program Objectives

The successful progress of students through the curriculum of the Duval County School program depends upon mastery of objectives which are outlined in each subject area curriculum guide. For the Communications and Mathematics area, the IMS card displays the objectives to be mastered at each grade level. The assignment of letter grades in the basic skill areas for the elementary report card should be keyed to student progress toward the accomplishment of the IMS objectives. Two important points should be noted concerning this: (1) Students should be working on objectives for their grade level, (2) These IMS objectives incorporate EST, SAT, and FSAP objectives. Where teachers are instructing students on objectives listed on the IMS card, there should be little difficulty in determining the appropriate grade to report to parents through the report card.

Students who are working on objectives for the grade in which the student is placed should make grades based on the quality of work and the pace at which they are working.

* Examples of Procedures for Assigning Letter Grades

The assigning of letter grades should be based on the teacher's evaluation of the student's current level of competency and progress toward meeting the district's promotion requirements as outlined in the Pupil Progression Plan. Examples:

A teacher may assign a letter grade of E to students who are mastering few or none of the objectives for their grade level on the IMS card. The implication of the grade for the parent should be that unless the student improves the quality of work and/or the pace at which he/she is working, it is unlikely that the student will meet promotion requirements for his/her grade level.

A teacher may assign a letter grade of D to students who are mastering some objectives for their grade level on the IMS card. The implication of the grade for the parent should be that unless the student improves the quality of work and/or the pace at which he/she is working, it is likely that the student will have difficulty in meeting the promotion requirements for his/her grade level.

* Does not apply to first grade during the first semester.

A teacher may assign a letter grade of C to students who are mastering a sufficient number of objectives for their grade level on the IMS card. The implication of the grade for the parent should be that if the student continues the quality of work and the pace at which he/she is working, it is likely that the student will meet the promotion requirements for his/her grade level.

A teacher may assign a letter grade of A or B to students who are mastering more than an average number of objectives for their grade level on the IMS card. The quality of the students' work and the pace at which they are working assures mastery of the basic skills for their grade level. The implication of the grade for the parents should be that the student can be expected to experience above average success at the next grade level because of his/her complete mastery of objectives at the current grade level.

It is recommended that if a teacher is in doubt about which letter grade should be assigned, e.g., a D or C, the higher grade should be assigned.

Criteria for Minimum Promotional Standards

The district minimum standards for promotion at the elementary level are based on the following criteria: (See 1980 Pupil Progression Plan revisions)

a. Teacher judgment, based on adequate documentation, that the pupil has demonstrated mastery of the basic skills designated for that grade level (as inidcated in the Duval County Public Schools Instructional Management System).
b. A minimum score on each of the total math and total reading subtests of the Stanford Achievement Test equivalent to the 16th percentile.
c. A minimum of 75% accuracy on each of the math and the reading Essential Skills Tests.

In order to be promoted a student shall meet criterion a, the teacher judgment criterion and pass at least one of the testing criteria (criterion b or c). If a student is to be retained, a parent conference shall be scheduled to explain the need for additional remedial instruction during the summer session.

These criteria and the instructional objectives upon which they are based must be the basis for grading students.

Note: READING GRADES ARE BASED UPON ADEQUATE DOCUMENTATION OF MASTERY OF IMS SKILLS, NOT THE GINN INSTRUCTIONAL READING LEVEL.

The following three paragraphs will be referred to the Elementary Report Card Committee.

Non-Academic Areas

The subjects and skills listed on the right side of the report card reflect an important part of the school curriculum. These areas should be given careful consideration by the teacher when assessing a student's progress. A teacher should be able to justify an "S" or "N" in these areas just as easily as an "A" or "E" in an academic subject.

Health and Safety

Health as defined by the Duval County Health Curriculum should be included as a part of the total science grade. Health and Safety as it appears on the right side of the report card implies personal hygiene and safety practices.

First Grade Students

First grade students will receive grades in all areas except spelling for each grading period. Spelling grades will be given for the third and fourth grading periods.

Exceptional Education Students

Students in self-contained exceptional child education classes, will receive the same report card as other elementary students, but will be graded only with the symbols of S - Satisfactory and N - Needs Improvement for all areas. This grading system will extend to those children who have been staffed for self-contained exceptional child classes but who are currently on waiting lists for placement.

Students who are in exceptional child education resource classes, will receive the same letter grades as other elementary school students. The grades assigned should be based on the student's individually designed educational plan (IEP) which must include the instructional objectives that make up our district's minimum standards for promotion. The judgment of the exceptional child education resource class teacher must be utilized in evaluating resource students' academic performance.

The teacher shall write "Exceptional Child Resource Class" (or an appropriate program abbreviation) in place of a letter grade for any subject the student missed as a result of being scheduled into an exceptional education resource class for special instruction.

Conferences with parents should be scheduled for all children in resource and self-contained classes so that a child's progress can be explained to the parent in terms of the student's individually designed educational plan. Parents should be advised that children in the resource classes may take the S.A.T. and the Essential Skills Tests in the spring. However, teacher judgment will be used as the major criteria to qualify an exceptional education student for promotion until special testing procedures for these students are developed.

Please note that no exemptions from promotional requirements or special grading provisions apply to students assigned to speech therapy, occupational therapy, or gifted education resource classes.

GAINS Program Reporting Procedure

GAINS students' progress will be reported on a special report card in language, spelling, handwriting, social studies, science, health and safety, physical education, music, art, and career awareness. Behaviors in social and emotional development will also be reported. Marking symbols will be:

(1) A - Successful Performance
(2) P - Progress Shown
(3) M - More Experience Needed
(4) ☐ Skill Not Introduced

Performance in reading and mathematics at the child's functioning level will be shown on instructional skill sheets which will be inserted in the report card.

CONFERENCES

Teachers will make every attempt to schedule conferences with parents of children who are not meeting district minimum standards. These conferences must be held prior to the end of the second 9-week grading period. Whenever possible, these conferences should be scheduled before each report card is issued.

COMMENTS

Appropriate teacher comments are encouraged. These comments should be meaningful and constructive in intent. A basic skills instructional checklist that indicates the instructional objectives achieved by each student may be sent home with the report card for those first to sixth grade students who are not meeting minimum standards.

From the PREP PROCEDURAL MANUAL

(References to appendices in this section are found in the PREP Manual)

PROMOTION FROM THIRD GRADE

Third grade students may be eligible for promotion from the Florida Primary Education Program to grade 4 upon satisfactory attainment of the minimum student performance standards required by § 229.565; however, a student who has been properly classified in accordance with rules established by the state board as "mentally retarded," "deaf," "specific learning disabled," "emotionally handicapped," or "profoundly handicapped" who is assigned to a full-time special program for such students may be exempted from this requirement. Non-English speaking children may be permitted to demonstrate mastery of skills in their native language. At the end of grade 3, there shall be three alternatives provided for each student.

a. The student has met the minimum performance standards and shall enter the fourth grade;

b. The student shall continue in an extension of the program experience for no more than 1 year in order to have an additional opportunity to meet the minimum performance standards of grade 3 at which time he shall progress according to the district's student progression plan; or

c. The student shall be referred to exceptional student education if it appears that he requires the services of exceptional student education. [§ 230.2312(5)]

In addition to the above requirements, the student promotion criteria for K-3 as defined in the Duval County Pupil Progression Plan are applicable. In order to be promoted from the primary program, a student must satisfactorily attain 100% of the Minimum Student Performance Standards measured by the Florida State Assessment Program (FSAP). The minimum student performance standards are tested on the Student State Assessment Test (SSAT), administered in October. Within the third grade, the following three groups emerge:

A. Students who take the FSAP in October and demonstrate mastery of 100% of the standards tested.

B. Students who take the FSAP in October and do not demonstrate mastery of 100% of the standards tested.

C. Students who did not take the FSAP in October either due to absence or late entry to public school in Florida.

The PRINCIPAL is responsible for seeing that the procedures for demonstrating and certifying mastery of Minimum Student Performance Standards at grade three are followed.

Procedures for Determining and Certifying Mastery of FSAP Standards

A. *Students who take the FSAP in October and demonstrate mastery of 100% of the standards tested:*

The CLASSROOM TEACHER will take the following steps:

1. Determine that all standards have been attained through review of the Student Report form of the Florida State Assessment Program.

2. Notify parents and students of mastery of 100% of the standards tested, using the Student Copy of the FSAP Student Report.

3. Affix the gummed label to the Elementary Test Record as shown in Figure 7 on page 37.

4. Staple the Teacher Copy of the FSAP Student Report to the IMS card. Note: For students transferring to other public schools in the State of Florida, send the Teacher Copy of the FSAP Student Report indicating any remediation. Retain the original School Copy of the student's report in the school.

5. To show that the student has mastered all standards:

   a. Stamp the student's Cumulative Guidance Record under the Significant Facts Sections as shown in Figure 8, page 38, with the classroom teacher's signature and date;

   AND

   b. Stamp the new form of the Permanent Record card beside grade three under Comments as shown in Figure 9, page 39, with the classroom teacher's signature and the date.

   OR

   c. Stamp the old form of the Permanent Record card beside grade three, under Guidance and Counseling as shown in Figure 10, page 40, with the classroom teacher's signature and the date.
   (Both forms of the Permanent Record card do not need to be in a child's folder. Each child should have one form or the other, depending on date of entry to Duval County Public Schools).

6. File the IMS Card with the attached FSAP Student Report in the Student's Cumulative Guidance Record at the end of the school year.

B. *Students who take the FSAP in October and do not demonstrate mastery of 100% of the standards tested:*

1. The CLASSROOM TEACHER identifies standards not achieved for individual students as stated on the Student Report form of Florida State Assessment Program.

2. The CLASSROOM TEACHER notifies parents and students of standards not achieved and the procedures for remediation, using the Student Copy of the FSAP Student Report. (See model letter Appendix E, page 91, which you may want to adapt for use when informing parents).

3. The CLASSROOM TEACHER affixes the gummed label to the Elementary Test Record as shown in Figure 7 on page 37.

4. The CLASSROOM TEACHER staples the Teacher Copy of the FSAP Student Report to the IMS card.

5. The PRIMARY RESOURCE TEACHER organizes a skill mastery file and provides support to the classroom teachers in identifying appropriate remediation activities and materials from this file. A procedure that has been successful in several schools can be found in Appendix F on page 92.

6. The DIAGNOSTIC-PRESCRIPTIVE TEAM identifies children who have failed standards on the Florida State Assessment Test and are thus in need of preventative instructional strategies.

   a. The *Instructional Plan* lists the standards failed as the identified correctable learning problem and establishes a time line for completion of the strategies outlined.

   b. Diagnostic-prescriptive teaching takes place using strategies listed on the student's *Instructional Plan*. This is followed by evaluation by the CLASSROOM TEACHER and further instruction if necessary. *The teacher should only test for mastery using the IMS test which correlates with that standard when class performance indicates that the student has had sufficient remediation.* Suggestions for planning a program of diagnostic-prescriptive instruction are found in:

      (1) Planning/Implementing an Instructional Program in Reading/Mathematics: An Inservice Guide, 1979-80 (located in all schools).

      (2) Highlands Elementary School FSAP Remediation Plan (Appendix G page 93).

7. The CLASSROOM TEACHER tests the student using the IMS test which correlates with that standard.

   a. Each school has been provided with Mastery Tests for IMS/FSAP Objectives packets. The packets contain a Form A, Form B, or Form A/B for each IMS/FSAP standard tested. Only one form need be used to test mastery. Form B, when provided, is available as a back up in case the remediation and testing process needs to be repeated for the student.

   b. The student must pass the appropriate test according to the MASTERY SCORE criteria on the test. Exceptions: for FSAP purposes, mastery on five (5) item tests should be four (4) instead of five (5). For standards F9 in Mathematics and G9 in Writing, Part II should be omitted for certification of mastery.

   c. When the student passes the test, the CLASSROOM TEACHER is to initial and date the REMEDIATION column on the FSAP Student Report, certifying mastery of that standard.

   d. If the student fails the test, repeat the remediation and testing process.

   e. Place the test documenting student mastery of the standard in the IMS card.

8. If after the length of time designated on the *Instructional Plan*, the child is still not mastering the standards failed, the CLASSROOM TEACHER:

   a. Refers the child to the DIAGNOSTIC-PRESCRIPTIVE TEAM.

   b. The DIAGNOSTIC-PRESCRIPTIVE TEAM continues the procedure outlined in the *Assessment and Diagnostic-Prescriptive Teaching* section of this manual.

9. When the student has mastered all standards, the CLASSROOM TEACHER:

   a. Refers the child to the DIAGNOSTIC-PRESCRIPTIVE TEAM for possible reassignment of strategies and

   b. Stamps the student's Cumulative Guidance Record under the Significant Facts Section as shown in Figure 8, page 38 , with the classroom teacher's signature and the date;

   AND

   c. Stamps the new form of the Permanent Record card beside grade 3, under Comments as shown in Figure 9, page 39 , with the classroom teacher's signature and the date;

   OR

d. Stamps the old form of the Permanent Record card beside grade three, under Guidance and Counseling as shown in Figure 10, page 40, with the classroom teacher's signature and the date.
(Both forms of the Permanent Record card do not need to be in a child's folder. Each child should have one form or the other, depending on date of entry to Duval County Public Schools).

10. The CLASSROOM TEACHER files the IMS Card with the attached FSAP Student Report and any tests documenting mastery of remediated standards in the student's Cumulative Guidance Record at the end of the school year. These tests will be kept on file for a period of one year. Note: For students transferring to other public schools in the State of Florida, send the Teacher Copy of the FSAP Student Report indicating any remediation. Retain the original School Copy of the student's report in the school.

C. *Students who did not take the FSAP in October either due to absence or late entry to public school in Florida.*

1. The PRIMARY RESOURCE TEACHER administers the IMS Mastery Tests which correlate with the FSAP standards tested in October.

   a. The standards/basic skills tested are shown on the FSAP Student Report forms for communication skills and mathematics skills, (see Figures 11 and 12, pages 41 and 42.)

   b. Use either Form A, Form B or Form A/B of the appropriate Mastery Test for each standard.

2. The PRIMARY RESOURCE TEACHER determines which standards have been mastered using the MASTERY SCORE criteria shown on each individual test. Exceptions: For FSAP purposes, mastery on five (5) item tests should be four (4) instead of five (5). For standards F9 in Mathematics and G9 in Writing, Part II should be omitted for certification of mastery.

3. The CLASSROOM TEACHER records mastery of standards on the FSAP Student Report forms for communication skills and mathematics skills, under the column SKILLS ACHIEVED. The FSAP Student Report forms then substitute for the STUDENT REPORT print-out for those students who took the FSAP in October.

4. The CLASSROOM TEACHER staples the FSAP Student Report form for communication skills and mathematics skills to the appropriate IMS card.

5. If the student has demonstrated mastery of all standards, the CLASSROOM TEACHER:

   a. Stamps the student's Cumulative Guidance Record under the Significant Facts Section as shown in Figure 8, page 38 with the classroom teacher's signature and the date;

AND

b. Stamps the new form of the Permanent Record card beside grade three, under Comments as shown in Figure 9, page 39, with the classroom teacher's signature and the date;

OR

c. Stamps the old form of the Permanent Record card beside grade three, under Guidance and Counseling as shown in Figure 10,page 40, with the classroom teacher's signature and the date.
(Both forms of the Permanent Record card do not need to be in a child's folder. Each child should have one form or the other, depending on date of entry to Duval County Public Schools).

6. The CLASSROOM TEACHER notifies parents and student of mastery of 100% of the standards tested, using a copy of the FSAP Student Report form.

7. The CLASSROOM TEACHER files the IMS card with the attached FSAP, Student Report in the student's Cumulative Guidance Record at the end of the school year. Note: For students transferring to other public schools in the State of Florida, send the FSAP Student Report indicating any remediation. Retain a copy of the report in the school.

8. If the student has not demonstrated mastery of all standards:

   a. The CLASSROOM TEACHER notifies parents and students of standards not achieved and procedure for remediation, using a copy of the FSAP Student Report form (See model letter, Appendix E , page 91).

   b. Follow procedures on page 30 to page 32 , Items 6-10.

9. Students enrolling in Duval County Public Schools after the 23rd day of the last grading period may be evaluated for promotion based on credit or grades determined by the school district from which the student is transferring. In the event the transferring school district will not issue a grade or credit for the student, the receiving school principal may utilize appropriate achievement or subject-level test data (i.e. IMS/FSAP Mastery Tests, Ginn Criterion and Mastery Tests, and Holt Chapter Tests) to determine grades for promotional purposes.

Extension in the Primary Education Program for Remediation of Minimum Student Performance Standards

A. *Students who have not mastered all Minimum Student Performance Standards by the end of the third grading period.*

1. At the end of the third grading period the DIAGNOSTIC-PRESCRIPTIVE TEAM reviews assessment information, and updates the *Instructional Plan* to include intensive preventative instructional strategies for remediation of standards during all of the last 45 days of school.

2. The CLASSROOM TEACHER notifies parents of standards not yet mastered, plans for remediation of standards and possibilities for summer school attendance and/or retention in grade three if standards are not mastered by the end of the school year.

B. *Students who have not mastered all Minimum Student Performance Standards by the end of the school year.*

1. The CLASSROOM TEACHER schedules a conference with parents to explain the possibilities for additonal remediation during the summer session.

   a. The student may be continued in grade three for up to one additional year.

   b. The student may attend summer school.

2. The PRINCIPAL makes the final decision regarding extended school year programs for each child who has not demonstrated mastery of FSAP standards.

FSAP Summer School Procedures

A. *Student Records: Responsibilities of home school prior to summer school:*

1. The CLASSROOM TEACHER completes a registration form for students who are eligible for summer school to master only FSAP standards. The appropriate box to check states, "Extended in the primary program for FSAP mastery."

2. The REGULAR SCHOOL STAFF lists retainees by grade in alphabetical order and indicates the summer school center each is eligible to attend. Third grade students who have met the district criteria for promotion but have not mastered all FSAP Standards should be listed separately.

3. The CLASSROOM TEACHER gives the IMS Pupil Progress Record with the stapled FSAP Student Report with up-to-date information indicating mastery of standards to the REGULAR SCHOOL STAFF.

4. The REGULAR SCHOOL STAFF sends the students IMS Pupil Progress Records with attached FSAP Student Report and any test documenting remediation and mastery to each student's summer school center.

Following summer school:

1. If the student demonstrates mastery of all standards during summer school and meets district criteria for promotion, the REGULAR SCHOOL STAFF will stamp the student's Cumulative Guidance Record and Permanent Record Card. The student will be promoted to grade four.

2. If the student has not mastered all standards by the end of the summer session, the REGULAR SCHOOL STAFF will continue remediation in third grade the following school year. The student will not be promoted to grade four (unless previously retained in grade three) if standards are not mastered, even if the student has met district criteria for promotion.

3. The summer school report card will be used to report mastery of standards to parents.

B. *Student Records: Responsibilities of summer school center*

1. The SUMMER SCHOOL TEACHER or PRIMARY RESOURCE TEACHER documents mastery of FSAP standards.

2. The SUMMER SCHOOL TEACHER or PRIMARY RESOURCE TEACHER returns the IMS Pupil Progress Cards, attached FSAP Student Reports and IMS tests documenting mastery of standards to the regular school principal at the end of summer school.

3. The SUMMER SCHOOL TEACHER or PRIMARY RESOURCE TEACHER completes the summer school report card for each student and returns it to the regular school principal.

C. *Students Attending Summer School for FSAP Remediation Only*

1. Students will be assigned to the primary resource teacher full time and provided a diagnostic/prescriptive program designed to remediate only those standards not yet mastered.

   Note: In some summer school centers, all students may demonstrate mastery of standards before the end of the summer session. In that case, the primary resource teacher will work with primary students attending the regular summer school program to meet district criteria for promotion.

2. Students will attend this special summer program all day, each day, for only the length of time required to remediate those standards not mastered, up to six weeks. Students who have demonstrated mastery of all standards need <u>not</u> be detained for the summer school FTE count.

3. Students who demonstrate mastery of standards within the six-week summer session or less will be promoted to fourth grade if they meet all other district promotional criteria.

4. Students who do not demonstrate mastery of standards within the six-week summer session will be continued in grade three the following year. If the student was previously retained in grade three, he/she will be provisionally promoted to grade four.

D. *Student Attending Summer School to Meet District Promotional Criteria and for FSAP Remediation.*

1. Students attend the entire regular summer school program for the third grade.

2. Students will be provided a diagnostic-prescriptive program based on data provided by the IMS record and attached FSAP Student Record. The third grade teachers and the primary resource teacher establish a cooperative teaching plan for remediation of FSAP standards not mastered.

3. Summer school teachers will administer the SAT or EST as indicated on the district testing schedule for summer school to determine whether students meet district promotion criteria. The summer school teacher should also use the appropriate *Mastery Tests for FSAP/IMS Objectives in Reading and Mathematics in Grade Three* to test mastery of standards as needed, through-out the summer program.

DUVAL COUNTY FLORIDA ELEMENTARY TEST RECORD

NAME _____ BIRTH DATE _____ SEX Boy ☐ Girl ☐ ETHNIC GROUP

LAST FIRST MIDDLE Month Day Year

GRADE

K

1

2

3

FLORIDA STATEWIDE ASSESSMENT PROGRAM

STUDENT NAME GRADE

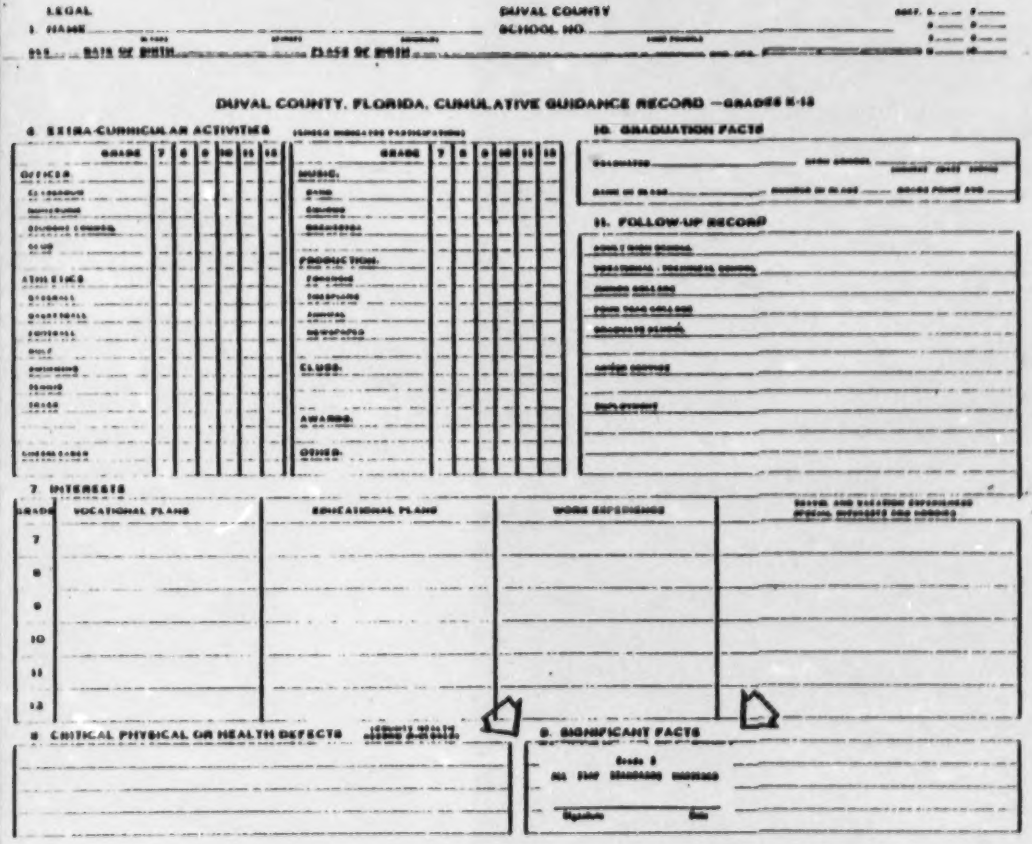
4

5

6

12/6/71 ATTACH LABELS APPROXIMATELY BY GRADE

Figure 7



LEGAL

1. NAME

DUVAL COUNTY

SCHOOL NO.

DATE OF BIRTH

CLASS OF 19

DUVAL COUNTY, FLORIDA, CUMULATIVE GUIDANCE RECORD — GRADES 7-12

6. EXTRA-CURRICULAR ACTIVITIES

GRADE 7 8 9 10 11 12

OFFICES

ATHLETICS

MUSIC:

DRAMATICS:

ELUBS:

AWARDS:

OTHER:

10. GRADUATION FACTS

11. FOLLOW-UP RECORD

7. INTERESTS

GRADE	VOCATIONAL PLANS	EDUCATIONAL PLANS	WORK EXPERIENCE	
7				
8				
9				
10				
11				
12				

8. CRITICAL PHYSICAL OR HEALTH DEFECTS

9. SIGNIFICANT FACTS

Grade 9

Signature Date

Figure 8

STUDENT NAME

Legal _____

Other _____

ELEMENTARY SCHOOL PERMANENT RECORD

DUVAL COUNTY, FLORIDA

Category A - Education Record

Grades K-6

BIRTHDATE: Verified by Birth Certificate Yes ☐ No ☐ If Not, What Type Verification?

BIRTHPLACE:

Name of Parent(s) or Legal Guardian

Street Phone:

City: Zip:

CURRENT SCHOOL

Name _____

Street _____

City _____ Zip _____

SEX

☐ Male
☐ Female

RACIAL/ETHNIC GROUP

☐ American Indian/Native Alaskan
☐ Asian/Pacific Islander
☐ Black, Not Hispanic
☐ White, Not Hispanic
☐ Hispanic
☐ Other

ELEMENTARY SCHOOL PROGRESS Date First Entered This District _____

Year	19-	19-	19-	19-	19-	19-	19-	19-	19-	19-
Grade										
Days Present										
Days Absent										
Tardy										
SUBJECTS:										
Reading										
Language										
Spelling										
Writing										
Soc. Studies										
Science										
Mathematics										
Health										
Phys. Educ.										
Music										
Art										
Soc. Educ.										
Citizenship										
Reading Level										
Promoted										
Retained										
Teacher										
Summer Sch.										
Promoted										
Retained										
Teacher										

AT EACH GRADE LEVEL NOTE SIGNIFICANT INFORMATION WHICH MIGHT AFFECT THE LEARNING OF THE PUPIL

GRADE	TEACHER	COMMENTS
K		
1		
2		
3		Grade 3 ALL FSAP STANDARDS MASTERED _____ Signature Date
4		
5		
6		

ELEMENTARY GRADING SYSTEM: A=Very Good B=Good C=Satisfactory D=Unsatisfactory E=Failing I=Unsatisfactory Attendance

UNDERGARDEN GRADING SYSTEM: S = Successful N = Less Improved U = Needs Improvement O = Skill Not Introduced

Figure 9

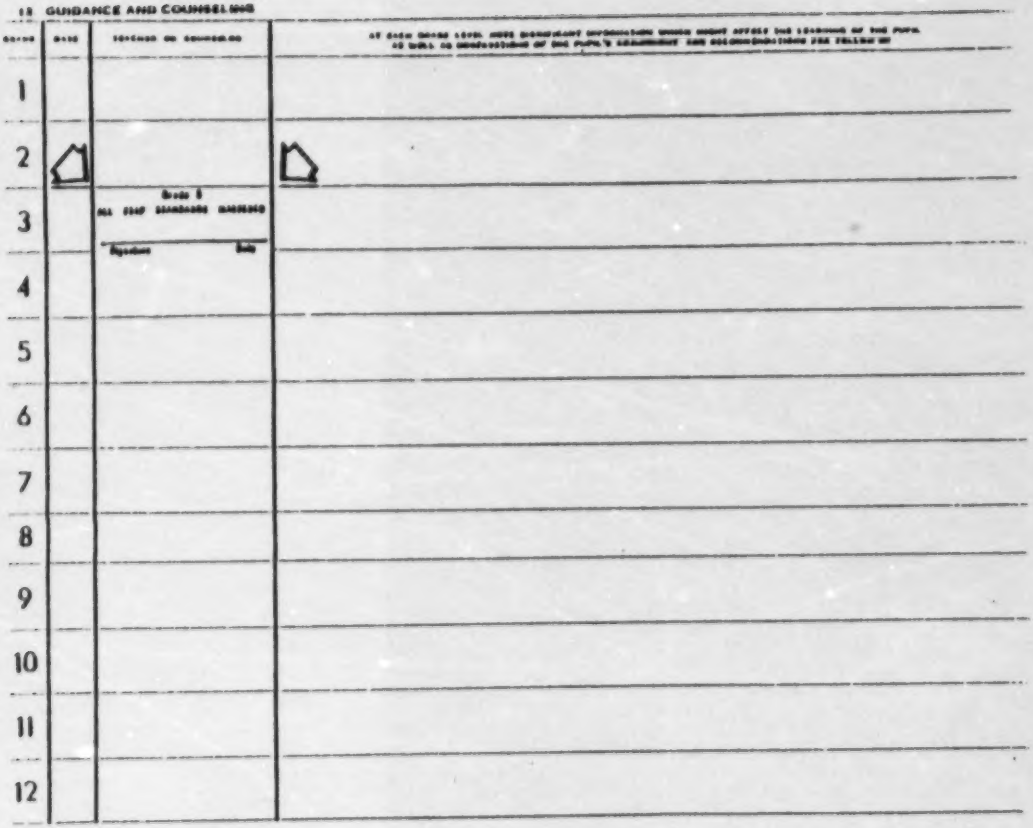

18 GUIDANCE AND COUNSELING
GRADE
BASIS
CONTENTS OF COUNSELING
AT EACH GRADE LEVEL, NOTE SIGNIFICANT INFORMATION WHICH MIGHT AFFECT THE LEARNING OF THE PUPIL AS WELL AS INTERPRETATION OF THE PUPIL'S ATTAINMENT AND RECOMMENDATIONS FOR FOLLOW UP
1
2
3
4
5
6
7
8
9
10
11
12
Grade 3
ALL FOUR STANDARDS MARKED
Reading
Arith

Figure 10

S A M P L E

Figure 11

FLORIDA STATE ASSESSMENT PROGRAM
STUDENT REPORT
[For students who did not take FSAP]

Name _____ Date of Birth_____ Student #_____

	MATHEMATICS SKILLS	IMS CORRELATION	*SKILL ACHIEVED	**REMEDIATION INITIAL	DATE
A1	Count up to 100 objects	2-N-8			
B2	Read and write numbers less than 100	3-N-7			
E7	Identify halves, thirds, or fourths	3-N-2			
F9	Add three 1-digit numbers (sum less than 19).	2-O-5			
F10	Add two 2-digit numbers (no carrying)	2-O-3			
G12	Subtract basic combinations (subtraction facts)	3-O-2			
G13	Subtract 1-digit from 2-digit numbers (no borrowing)				
G14	Subtract 2-digit numbers without borrowing	2-O-4			
O17	Tell time on the hour and half-hour	3-M-4			
O18	Determine the length of an object.	3-M-5 3-M-6			
Q20	Identify sets of coins equal in value	2-M-3			
T21	Solve word problems involving addition	3-P-2			
T22	Solve word problems involving subtraction	3-P-4			
V24	Subtract to solve practical money problems under 50¢	3-P-3			

Pre-tests administered by:_____

Dates administered: from __/__/__ to __/__/__

* SKILL ACHIEVED documents the date the pre-test was given if the student passed the test.

** REMEDIATION documents the date the student was successfully remediated if he did not pass the initial test.

Note: Adapted from a form provided by Harbor View Elementary School

S A M P L E

Figure 12

FLORIDA STATE ASSESSMENT PROGRAM
STUDENT REPORT
[For students who did not take FSAP]

Name _____ Date of Birth _____ Student #_____

COMMUNICATION SKILLS	IMS CORRELATION	*SKILL ACHIEVED	**REMEDIATION INITIAL	DATE
A1 Identify printed equivalents to orally presented words	2-V-2 3-V-1			
A2 Associate words with words of opposite meaning	3-V-4			
C4 Associate contractions with their component words	3-V-5			
F6 Identify specific details in a selection	2-C-2			
G7 Determine the stated effect of an action	3-C-3			
H8 Identify story outcomes	2-C-9			
I9 Distinguish between real and unreal	2-C-7			
J10 Identify an irrelevant sentence in a selection	3-C-9			
K12 Follow written directions to complete a task	3-C-10			
M14 Put words in alphabetical order by first letter	1-S-1			
B2 Classify objects under appropriate headings	K-C-2			
B3 Arrange four pictures in a sequential pattern	2-W-1			
C4 Dictate a logical sequence of events from pictures	2-W-1			
G9 Identify correct spelling of common words	3-W-3			
I13 Capitalize the first word in a sentence	3-W-5			

Pre-tests administered by:_____

Dates administered: from __/__/__ to __/__/__

* SKILL ACHIEVED documents the date the pre-test was given if the student passed the test.

**REMEDIATION documents the date the student was successfully remediated if he did not pass the initial test.

Note: Adapted from a form provided by Harbor View Elementary School

APPENDICES

Reading 720
INITIAL PLACEMENT TEST

Student A

SCORE SUMMARY

Grade 4

Level 3 Score		Level 8 Score	70	Level 13 Score	
Level 4 Score		Level 9 Score	70		
Level 5 Score		Level 10 Score	80		
Level 6 Score	80	Level 11 Score	80	IPT LEVEL 10	
Level 7 Score	80	Level 12 Score		See Manual Page 11	

Student A has some scores below 80%, therefore was placed one level below the IPT level for trial assignment.

Student B

SCORE SUMMARY

Grade 4

Level 3 Score		Level 8 Score	100	Level 13 Score	
Level 4 Score		Level 9 Score	90		
Level 5 Score		Level 10 Score	80		
Level 6 Score	100	Level 11 Score	80	IPT LEVEL 11	
Level 7 Score	100	Level 12 Score		See Manual Page 11	

Student B has scored 80% and above on all tests, therefore was placed at the IPT level for trial assignment.

Level 8 Unit 1

APPENDIX B

STRAND	Decoding		Vocabulary 1		Vocabulary 2		Comprehension	
OBJECTIVE	/ay/igh (night), /ay/Y (cry), /ay/ie (pie)		Using basic words in sentences		Word Meaning		Interpretive—Cause & effect	
S* / TOTAL*	7 / 9		8 / 10		6 / 8		4 / 5	
1. Sarah Scott	9		10		8		5	
2. Lisa Adams	9		9		8		4	
3. David Alcott	8		10		8		4	
4. Debbie Lewis	(6)		9		8		5	
5. Henry Holden	8		(7)		7		4	
6. Greg French	9		9		(5)		5	
7. Samira Foster	(6)		(7)		(5)		(2)	
8. Ann Brennan	9		10		8		4	
9. Hilda Marshall	8		10		7		(3)	
10. Richard Collins	9		10		7		5	
11. Charles Sullivan	9		9		(4)		(2)	
12. Tommy Donlan	7		8		6		4	
13.								
15.								
16.								
17.								
18.								
Total Below Criterion Score								

REINFORCEMENT**				
Booster Activities	1	2	3	4A, 4B
Studybook (pages)	6, 16	4		5, 14
Decoding Activity Charts Kit C	7, 9, 11			
Resource Activity Book	See Index			
Decoding Filmstrips				
Readalong Recordings		Unit 1	Unit 1	Unit 1

ENRICHMENT**	
Studybook (pages)	2, 7, 8–12
Resource Activity Book	See Index
Magic Circle Books	The King, the Dragon, and the Week; The House on the Top of the Hill

*Corrected Criterion Score/Total Number of Items

**Additional Sources for Reinforcement and Enrichment Activities may be found in the Index to Core Strands.

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Appendix C

GLOSSARY OF TERMS FOR PUPILS

Each term below may be considered part of the pupils' listening vocabulary by the end of the Level under which it is listed. Asterisked terms are part of the pupils' reading vocabulary in Levels 2-5 as well.

LEVEL 1
alphabet
at the top of
before
beginning sound
behind
beside
between
blue
brown
circle
consonant letter
different
first
graphemic base
green
in front of
last
left
loud
next to
orange
poem
purple
rectangle
red
right
same
soft
square
triangle
under
vowel letter
yellow

LEVEL 2
* blue
* brown
* color
* green
* orange
period
play
* purple
question
quotation marks
* red
stands (for)
* yellow

LEVEL 3
* answer
* circle
contraction
details
directions
e marker
fable
final sound
* finish
glided vowel sound
main idea
map
picture
* sentence
spelling pattern
title
trace
unglided vowel sound
* word
* write

LEVEL 4
about
classifying
Contents
* correct
* draw
* line
middle
order
* picture
* question
* something
* tells
title

LEVEL 5
* about
* each
* find
* hear
imaginary
* letter
make-believe
root word
* same
* sound
* stands for
* story
* underline
* vowel
word ending
word-part

LEVEL 6
alphabetical
cause
character
compound word
folk tale
infer
opposite

LEVEL 7
author
bar graph
chart
consonant cluster
fantasy
fiction
heading
key word
labels
mood
paragraph
realistic
relationship
route
suffix
supporting characters
supporting details
syllable

LEVEL 8
accented syllable
autobiography
consonant digraph
definition
east
effect
entry
factual
glossary
guide words
north
phrases
prefix
respelling
schwa
south
stressed syllable
theme
topic sentence
unaccented syllable
west

LEVEL 9
characteristic
character traits
compare
dictionary
encyclopedia
horizontal
plot
pronunciation (key)
opinion
outcomes
outline
sequence
setting
skim
symbols
tall tales
vertical

LEVEL 10
allegorical
character development
chart
connotations
context (clues)
diacritical marks
diary
encyclopedia volumes
exaggeration
figurative language
historical fiction
humor
idiom
imagery
index
international signs
literal
main topic
map legend

Appendix D

Group Placement Form to Facilitate Grouping for 1980-81 (Grades K-5)

School _____

Teacher _____ Grade _____

Directions:

1. Indicate the level the group should be placed in for 1980-81 school year.
2. Indicate the level and page number if the group did not complete the textbook.
3. Stack incomplete Skilpaks and Criterion Tests for this group together and tie in a bundle to be used next year or sent to sixth grade center.
4. List names of students in the group, indicate sex and race.
5. Place this form on top of the bundle of incomplete Skilpaks and Criterion Tests for this group.
6. Give forms for groups that have completed a level to the Ginn Lead Teacher to be filed for use in grouping next year or to be sent to the sixth grade center's lead teacher.

Assignment for 1980-81 _____ Level _____ Page #

	Name	Sex	Race
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			